**MTH Unit Guide: Rubric for Part 1 Book Launch   24 points JESSICA**

|  |  |
| --- | --- |
| **Criteria** | **Points/Comments** |
| **Part 1: Text Analysis** |  |
| Included an accurate and clear brief **summary** of the book (2 points) | 2/2 |
| Provided an age-appropriate **definition** of each text type and included at least **five examples** of each (6 points) | 6/6 |
| Identified **5-8 main ideas** that summarize the story’s plot  (3 points) | 3/3 |
| Identified 2 appropriate **big ideas** and turned one into a relevant and **age-appropriate question** to guide students’ inquiry across several texts.  (3 pts) | 3/3 |
| **Part 2: Book Launch** |  |
| Provided a **brief rationale**, **activated** background knowledge and/or built relevant knowledge to prepare for reading this section (3 points) | Should be more specific to the plot in this section of the book |
| Outlined **appropriate sequence of questions and statements** to **activate** and **build knowledge** and **set a purpose**. (6 points) | Should save much of the building knowledge for during or after reading |

**See my comments on the digital version. It’s best to focus your book launch on the main ideas of the plot of this section, and then the big ideas can be tapped into later during, and especially after students read the whole book.**

**MTH Unit Guide: Rubric for Part 1 Book Launch   24 points COLLEEN**

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| --- | --- |
| **Criteria** | **Points/Comments** |
| **Part 1: Text Analysis** |  |
| Included an accurate and clear brief **summary** of the book (2 points) | 2/2 |
| Provided an age-appropriate **definition** of each text type and included at least **five examples** of each (6 points) | 5/6  definition of fantasy is pretty technical for 3rd graders |
| Identified **5-8 main ideas** that summarize the story’s plot  (3 points) | 3/3 |
| Identified 2 appropriate **big ideas** and turned one into a relevant and **age-appropriate question** to guide students’ inquiry across several texts.  (3 points) | 3/3  Interesting idea to connect to children’s life in Roman times |
| **Part 2: Book Launch** |  |
| Provided a **brief rationale**, **activated** background knowledge and/or built relevant knowledge to prepare for reading this section (3 points) | Should be more specific to the plot in this section of the book |
| Outlined **appropriate sequence of questions and statements** to **activate** and **build knowledge** and **set a purpose**. (6 points) | Should save much of the building knowledge for during or after reading |

**See my comments on the digital version. It’s best to focus your book launch on the main ideas of the plot of this section, and then the big ideas can be tapped into later during, and especially after students read the whole book.**

**MTH Unit Guide: Rubric for Part 1 Book Launch   24 points GRACE**

|  |  |
| --- | --- |
| **Criteria** | **Points/Comments** |
| **Part 1: Text Analysis** |  |
| Included an accurate and clear brief **summary** of the book (2 points) | 2/2 |
| Provided an age-appropriate **definition** of each text type and included at least **five examples** of each (6 points) | 4/6  Definitions should be clearer to help young children see the differences between the three text types |
| Identified **5-8 main ideas** that summarize the story’s plot  (3 points) | 3/3 |
| Identified 2 appropriate **big ideas** and turned one into a relevant and **age-appropriate question** to guide students’ inquiry across several texts.  (3 points) | 3/3  Good – I think the question might be clearer if worded, “How do natural disasters affect the world around us?” |
| **Part 2: Book Launch** |  |
| Provided a **brief rationale**, **activated** background knowledge and/or built relevant knowledge (3 points) | Should be more specific to the plot in this section of the book |
| Outlined **appropriate sequence of questions and statements** to **activate** and **build knowledge** and **set a purpose**. (6 points) | Should save much of the building knowledge for during or after reading |

**See my comments on the digital version. It’s best to focus your book launch on the main ideas of the plot of this section, and then the big ideas can be tapped into later during, and especially after students read the whole book.**

**MTH Unit Guide: Rubric for Part 1 Book Launch   24 points BECKY**

|  |  |
| --- | --- |
| **Criteria** | **Points/Comments** |
| **Part 1: Text Analysis** |  |
| Included an accurate and clear brief **summary** of the book (2 points) | 2/2 |
| Provided an age-appropriate **definition** of each text type and included at least **five examples** of each (6 points) | 2/6  Some confusion with these terms and how to differentiate one term from the next for young children |
| Identified **5-8 main ideas** that summarize the story’s plot  (3 points) | 3/3 |
| Identified 2 appropriate **big ideas** and turned one into a relevant and **age-appropriate question** to guide students’ inquiry across several texts.  (3 points) | 2/3  Good ideas, although try to extend the big idea beyond the book a little more (e.g., natural disasters rather than just volcanoes) |
| **Part 2: Book Launch** |  |
| Provided a **brief rationale**, **activated** background knowledge and/or built relevant knowledge (3 points) | Should be more specific to the plot in this section of the book |
| Outlined **appropriate sequence of questions and statements** to **activate** and **build knowledge** and **set a purpose**. (6 points) | Should save much of the building knowledge for during or after reading |
|  |  |

**See my comments on the digital version. It’s best to focus your book launch on the main ideas of the plot of this section, and then the big ideas can be tapped into later during, and especially after students read the whole book.**

**MTH Unit Guide: Rubric for Part 1 Book Launch   24 points JILLLIAN**

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| --- | --- |
| **Criteria** | **Points/Comments** |
| **Part 1: Text Analysis** |  |
| Included an accurate and clear brief **summary** of the book (2 points) | 2/2 |
| Provided an age-appropriate **definition** of each text type and included at least **five examples** of each (6 points) | 2/6  Some confusion with these terms and how to define each as they all exist in a single book |
| Identified **5-8 main ideas** that summarize the story’s plot  (3 points) | 2/3  Try to use complete sentences for each main idea |
| Identified 2 appropriate **big ideas** and turned one into a relevant and **age-appropriate question** to guide students’ inquiry across several texts.  (3 points) | 3/3  Good ideas here. Might think of reframing a bit more briefly for the guiding question of the unit |
| **Part 2: Book Launch** |  |
| Provided a **brief rationale**, **activated** background knowledge and/or built relevant knowledge (3 points) | Should be more specific to the plot in this section of the book |
| Outlined **appropriate sequence of questions and statements** to **activate** and **build knowledge** and **set a purpose**. (6 points) | Should save much of the building knowledge for during or after reading |

**See my comments on the digital version. It’s best to focus your book launch on the main ideas of the plot of this section, and then the big ideas can be tapped into later during, and especially after students read the whole book.**

**MTH Unit Guide: Rubric for Part 1 Book Launch   24 points NADINE**

|  |  |
| --- | --- |
| **Criteria** | **Points/Comments** |
| **Part 1: Text Analysis** |  |
| Included an accurate and clear brief **summary** of the book (2 points) | 2/2 |
| Provided an age-appropriate **definition** of each text type and included at least **five examples** of each (6 points) | 6/6 |
| Identified **5-8 main ideas** that summarize the story’s plot  (3 points) | 3/3 |
| Identified 2 appropriate **big ideas** and turned one into a relevant and **age-appropriate question** to guide students’ inquiry across several texts.  (3 points) | 2/3  Any specific question about natural disasters? |
| **Part 2: Book Launch** |  |
| Provided a **brief rationale**, **activated** background knowledge and/or built relevant knowledge to prepare for reading this section (3 points) | Should be more specific to the plot in this section of the book |
| Outlined **appropriate sequence of questions and statements** to **activate** and **build knowledge** and **set a purpose**. (6 points) | Should save much of the building knowledge for during or after reading |

**See my comments on the digital version. It’s best to focus your book launch on the main ideas of the plot of this section, and then the big ideas can be tapped into later during, and especially after students read the whole book.**

**MTH Unit Guide: Rubric for Part 1 Book Launch   24 points TAYLOR**

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| --- | --- |
| **Criteria** | **Points/Comments** |
| **Part 1: Text Analysis** |  |
| Included an accurate and clear brief **summary** of the book (2 points) | 2/2 |
| Provided an age-appropriate **definition** of each text type and included at least **five examples** of each (6 points) | 6/6 |
| Identified **5-8 main ideas** that summarize the story’s plot  (3 points) | 3/3 |
| Identified 2 appropriate **big ideas** and turned one into a relevant and **age-appropriate question** to guide students’ inquiry across several texts.  (3 points) | 3/3  Excellent! (You could even leave volcanoes out of the question and ask, "How do natural disasters affect the world and the people in it?" |
| **Part 2: Book Launch** |  |
| Provided a **brief rationale**, **activated** background knowledge and/or built relevant knowledge (3 points) | 3/3 |
| Outlined **appropriate sequence of questions and statements** to **activate** and **build knowledge** and **set a purpose**. (6 points) | 4/6  Remember this book launch is just for this section of the book – see my comments on the digital version for suggestions. |

**MTH Unit Guide: Rubric for Part 1 Book Launch   24 points CAROLINE**

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| --- | --- |
| **Criteria** | **Points/Comments** |
| **Part 1: Text Analysis** |  |
| Included an accurate and clear brief **summary** of the book (2 points) | 2/2 |
| Provided an age-appropriate **definition** of each text type and included at least **five examples** of each (6 points) | 6/6 |
| Identified **5-8 main ideas** that summarize the story’s plot  (3 points) | 3/3 |
| Identified 2 appropriate **big ideas** and turned one into a relevant and **age-appropriate question** to guide students’ inquiry across several texts.  (3 points) | 2/3  Any thoughts about a question for one big idea? |
| **Part 2: Book Launch** |  |
| Provided a **brief rationale**, **activated** background knowledge and/or built relevant knowledge (3 points) | 3/3 |
| Outlined **appropriate sequence of questions and statements** to **activate** and **build knowledge** and **set a purpose**. (6 points) | 6/6  Good for you! An appropriate combination of anticipating plot events with some connections to the bigger idea of life in Ancient Rome. |

**MTH Unit Guide: Rubric for Part 1 Book Launch   24 points KATIE**

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| --- | --- |
| **Criteria** | **Points/Comments** |
| **Part 1: Text Analysis** |  |
| Included an accurate and clear brief **summary** of the book (2 points) | 2/2 |
| Provided an age-appropriate **definition** of each text type and included at least **five examples** of each (6 points) | 3/6  Didn’t include a definition for each text type |
| Identified **5-8 main ideas** that summarize the story’s plot  (3 points) | 2/3  Try to use complete sentences for each main idea |
| Identified 2 appropriate **big ideas** and turned one into a relevant and **age-appropriate question** to guide students’ inquiry across several texts.  (3 points) | 1.5/3  These are a more like “in the book’ ideas – how can word the beyond the book ideas to be more accessible for 8 year olds? |
| **Part 2: Book Launch** |  |
| Provided a **brief rationale**, **activated** background knowledge and/or built relevant knowledge (3 points) | Should be more specific to the plot in this section of the book |
| Outlined **appropriate sequence of questions and statements** to **activate** and **build knowledge** and **set a purpose**. (6 points) | Should save much of the building knowledge for during or after reading |

**See my comments on the digital version. It’s best to focus your book launch on the main ideas of the plot of this section, and then the big ideas can be tapped into later during, and especially after students read the whole book.**

**MTH Unit Guide: Rubric for Part 1 Book Launch   24 points HEATHER**

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| --- | --- |
| **Criteria** | **Points/Comments** |
| **Part 1: Text Analysis** |  |
| Included an accurate and clear brief **summary** of the book (2 points) | 2/2 |
| Provided an age-appropriate **definition** of each text type and included at least **five examples** of each (6 points) | 6/6 – Nice job! |
| Identified **5-8 main ideas** that summarize the story’s plot  (3 points) | 3/3 |
| Identified 2 appropriate **big ideas** and turned one into a relevant and **age-appropriate question** to guide students’ inquiry across several texts.  (3 points) | 3/3  Good idea here – see my comments for trying to word a little more broadly to integrate other texts |
| **Part 2: Book Launch** |  |
| Provided a **brief rationale**, **activated** background knowledge and/or built relevant knowledge (3 points) | Should be more specific to the plot in this section of the book |
| Outlined **appropriate sequence of questions and statements** to **activate** and **build knowledge** and **set a purpose**. (6 points) | Should save much of the building knowledge for during or after reading |

**See my comments on the digital version. It’s best to focus your book launch on the main ideas of the plot of this section, and then the big ideas can be tapped into later during, and especially after students read the whole book.**

**MTH Unit Guide: Rubric for Part 1 Book Launch   24 points ASHLEY**

|  |  |
| --- | --- |
| **Criteria** | **Points/Comments** |
| **Part 1: Text Analysis** |  |
| Included an accurate and clear brief **summary** of the book (2 points) | 2/2 |
| Provided an age-appropriate **definition** of each text type and included at least **five examples** of each (6 points) | 6/6 - Excellent thinking with definitions |
| Identified **5-8 main ideas** that summarize the story’s plot  (3 points) | 3/3 |
| Identified 2 appropriate **big ideas** and turned one into a relevant and **age-appropriate question** to guide students’ inquiry across several texts.  (3 points) | 3/3 – Great question |
| **Part 2: Book Launch** |  |
| Provided a **brief rationale**, **activated** background knowledge and/or built relevant knowledge (3 points) | Should be more specific to the plot in this section of the book |
| Outlined **appropriate sequence of questions and statements** to **activate** and **build knowledge** and **set a purpose**. (6 points) | Should save much of the building knowledge for during or after reading |

**See my comments on the digital version. It’s best to focus your book launch on the main ideas of the plot of this section, and then the big ideas can be tapped into later during, and especially after students read the whole book.**

**MTH Unit Guide: Rubric for Part 1 Book Launch   24 points AMANDA**

|  |  |
| --- | --- |
| **Criteria** | **Points/Comments** |
| **Part 1: Text Analysis** |  |
| Included an accurate and clear brief **summary** of the book (2 points) | 2/2 |
| Provided an age-appropriate **definition** of each text type and included at least **five examples** of each (6 points) | 6/6 - Excellent thinking here. |
| Identified **5-8 main ideas** that summarize the story’s plot  (3 points) | 3/3 |
| Identified 2 appropriate **big ideas** and turned one into a relevant and **age-appropriate question** to guide students’ inquiry across several texts.  (3 points) | 3/3 - Nice job! |
| **Part 2: Book Launch** |  |
| Provided a **brief rationale**, **activated** background knowledge and/or built relevant knowledge (3 points) | Should be more specific to the plot in this section of the book |
| Outlined **appropriate sequence of questions and statements** to **activate** and **build knowledge** and **set a purpose**. (6 points) | Should save much of the building knowledge for during or after reading |

**See my comments on the digital version. It’s best to focus your book launch on the main ideas of the plot of this section, and then the big ideas can be tapped into later during, and especially after students read the whole book.**

**MTH Unit Guide: Rubric for Part 1 Book Launch   24 points ALYSSA**

|  |  |
| --- | --- |
| **Criteria** | **Points/Comments** |
| **Part 1: Text Analysis** |  |
| Included an accurate and clear brief **summary** of the book (2 points) | 2/2 |
| Provided an age-appropriate **definition** of each text type and included at least **five examples** of each (6 points) | 5/6 – great definitions; looking for five examples of each type rather than three |
| Identified **5-8 main ideas** that summarize the story’s plot  (3 points) | 3/3 |
| Identified 2 appropriate **big ideas** and turned one into a relevant and **age-appropriate question** to guide students’ inquiry across several texts.  (3 points) | 3/3 – good – see my comments in the digital version to think about how focused or broad you want to go in your larger unit |
| **Part 2: Book Launch** |  |
| Provided a **brief rationale**, **activated** background knowledge and/or built relevant knowledge (3 points) | Should be more specific to the plot in this section of the book |
| Outlined **appropriate sequence of questions and statements** to **activate** and **build knowledge** and **set a purpose**. (6 points) | Should save much of the building knowledge for during or after reading |

**See my comments on the digital version. It’s best to focus your book launch on the main ideas of the plot of this section, and then the big ideas can be tapped into later during, and especially after students read the whole book.**

**MTH Unit Guide: Rubric for Part 1 Book Launch   24 points CASSANDRA**

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| --- | --- |
| **Criteria** | **Points/Comments** |
| **Part 1: Text Analysis** |  |
| Included an accurate and clear brief **summary** of the book (2 points) | 2/2 |
| Provided an age-appropriate **definition** of each text type and included at least **five examples** of each (6 points) | 1/6  How can you differentiate more between the three text types? The examples should be directly from the Magic Treehouse book so you could use as part of an activity to model each of the text types. |
| Identified **5-8 main ideas** that summarize the story’s plot  (3 points) | 3/3 |
| Identified 2 appropriate **big ideas** and turned one into a relevant and **age-appropriate question** to guide students’ inquiry across several texts.  (3 points) | 3/3  Good ideas – you could keep more narrow as is or broaden – see my comments on the digital file. |
| **Part 2: Book Launch** |  |
| Provided a **brief rationale**, **activated** background knowledge and/or built relevant knowledge (3 points) | See my comments on the digital version – although how can you focus your launch and their purpose on the plot in the early chapters of this book? |
| Outlined **appropriate sequence of questions and statements** to **activate** and **build knowledge** and **set a purpose**. (6 points) | How might you reframe your book launch to help them anticipate the "fun and magic" that happens in this plot compared to the more factual information they have been learning in their science class? |

**See my comments on the digital version. It’s best to focus your book launch on the main ideas of the plot of this section, and then the big ideas can be tapped into later during, and especially after students read the whole book.**

**MTH Unit Guide: Rubric for Part 1 Book Launch   24 points DANI**

|  |  |
| --- | --- |
| **Criteria** | **Points/Comments** |
| **Part 1: Text Analysis** |  |
| Included an accurate and clear brief **summary** of the book (2 points) | 2/2 |
| Provided an age-appropriate **definition** of each text type and included at least **five examples** of each (6 points) | 6/6 - Very helpful definitions |
| Identified **5-8 main ideas** that summarize the story’s plot  (3 points) | 3/3 |
| Identified 2 appropriate **big ideas** and turned one into a relevant and **age-appropriate question** to guide students’ inquiry across several texts.  (3 points) | 2/3  How might you frame your question a little more broadly “beyond the book” to connect with other topics and texts in the curriculum? |
| **Part 2: Book Launch** |  |
| Provided a **brief rationale**, **activated** background knowledge and/or built relevant knowledge (3 points) | Should be more specific to the plot in this section of the book |
| Outlined **appropriate sequence of questions and statements** to **activate** and **build knowledge** and **set a purpose**. (6 points) | Should save much of the building knowledge for during or after reading |

**See my comments on the digital version. It’s best to focus your book launch on the main ideas of the plot of this section, and then the big ideas can be tapped into later during, and especially after students read the whole book.**

**MTH Unit Guide: Rubric for Part 1 Book Launch   24 points LEAH**

|  |  |
| --- | --- |
| **Criteria** | **Points/Comments** |
| **Part 1: Text Analysis** |  |
| Included an accurate and clear brief **summary** of the book (2 points) | 2/2 |
| Provided an age-appropriate **definition** of each text type and included at least **five examples** of each (6 points) | 6/6 |
| Identified **5-8 main ideas** that summarize the story’s plot  (3 points) | 3/3 |
| Identified 2 appropriate **big ideas** and turned one into a relevant and **age-appropriate question** to guide students’ inquiry across several texts.  (3 points) | 3/3 – Good thinking here. |
| **Part 2: Book Launch** |  |
| Provided a **brief rationale**, **activated** background knowledge and/or built relevant knowledge (3 points) | Should be more specific to the plot in this section of the book |
| Outlined **appropriate sequence of questions and statements** to **activate** and **build knowledge** and **set a purpose**. (6 points) | Should save much of the building knowledge for during or after reading |

**See my comments on the digital version. It’s best to focus your book launch on the main ideas of the plot of this section, and then the big ideas can be tapped into later during, and especially after students read the whole book.**

**MTH Unit Guide: Rubric for Part 1 Book Launch   24 points KELLY**

|  |  |
| --- | --- |
| **Criteria** | **Points/Comments** |
| **Part 1: Text Analysis** |  |
| Included an accurate and clear brief **summary** of the book (2 points) | 2/2 |
| Provided an age-appropriate **definition** of each text type and included at least **five examples** of each (6 points) | 5/6  Can you clarify the difference between realistic fiction and non-fiction so young children could understand? |
| Identified **5-8 main ideas** that summarize the story’s plot  (3 points) | 1/3  What are the simple set of plot events that happen in these chapters (rather than inferred ideas or possible themes)? |
| Identified 2 appropriate **big ideas** and turned one into a relevant and **age-appropriate question** to guide students’ inquiry across several texts.  (3 points) | 2/3  How might you reframe your big idea a little more “beyond to book’ (see my comments in the digital document) |
| **Part 2: Book Launch** |  |
| Provided a **brief rationale**, **activated** background knowledge and/or built relevant knowledge (3 points) | Should be more specific to the plot in this section of the book |
| Outlined **appropriate sequence of questions and statements** to **activate** and **build knowledge** and **set a purpose**. (6 points) | Should save much of the building knowledge for during or after reading |

**See my comments on the digital version. It’s best to focus your book launch on the main ideas of the plot of this section, and then the big ideas can be tapped into later during, and especially after students read the whole book.**

**MTH Unit Guide: Rubric for Part 1 Book Launch   24 points MORGAN**

|  |  |
| --- | --- |
| **Criteria** | **Points/Comments** |
| **Part 1: Text Analysis** |  |
| Included an accurate and clear brief **summary** of the book (2 points) | 2/2 |
| Provided an age-appropriate **definition** of each text type and included at least **five examples** of each (6 points) | 4/6  Need more detail to clarify the specific differences between non-fiction and realistic fiction, and that books can have elements of fantasy, but other elements of factual information (which is why this is complicated for young children) |
| Identified **5-8 main ideas** that summarize the story’s plot  (3 points) | 3/3 (ok – although try to use complete sentences with character names for easy recall if needed to support students) |
| Identified 2 appropriate **big ideas** and turned one into a relevant and **age-appropriate question** to guide students’ inquiry across several texts.  (3 points) | 0/3  The topics you generated are “in the book” main ideas rather than “beyond the book” big ideas |
| **Part 2: Book Launch** |  |
| Provided a **brief rationale**, **activated** background knowledge and/or built relevant knowledge (3 points) | 3/3  Good thinking to focus on key plot events while leading to conversations about ideas you’ll cover after they finish reading |
| Outlined **appropriate sequence of questions and statements** to **activate** and **build knowledge** and **set a purpose**. (6 points) | 5/6  Would likely run out of time – save the volcano science lessons until after reading |

**MTH Unit Guide: Rubric for Part 1 Book Launch   24 points ARIANNA**

|  |  |
| --- | --- |
| **Criteria** | **Points/Comments** |
| **Part 1: Text Analysis** |  |
| Included an accurate and clear brief **summary** of the book (2 points) | 2/2 |
| Provided an age-appropriate **definition** of each text type and included at least **five examples** of each (6 points) | 6/6 – Excellent definitions |
| Identified **5-8 main ideas** that summarize the story’s plot  (3 points) | 2.5 / 3 – See my comments in the digital file so you’re clear on the difference between main ideas (basic plot events) and questions about those ideas. ☺ |
| Identified 2 appropriate **big ideas** and turned one into a relevant and **age-appropriate question** to guide students’ inquiry across several texts.  (3 points) | 3/3 – good, although might be a little too detailed for the big guiding question – we’ll get to this later |
| **Part 2: Book Launch** |  |
| Provided a **brief rationale**, **activated** background knowledge and/or built relevant knowledge (3 points) | Should be more specific to the plot in this section of the book |
| Outlined **appropriate sequence of questions and statements** to **activate** and **build knowledge** and **set a purpose**. (6 points) | Should save much of the building knowledge for during or after reading |

**See my comments on the digital version. It’s best to focus your book launch on the main ideas of the plot of this section, and then the big ideas can be tapped into later during, and especially after students read the whole book.**

**MTH Unit Guide: Rubric for Part 1 Book Launch   24 points OLIVIA**

|  |  |
| --- | --- |
| **Criteria** | **Points/Comments** |
| **Part 1: Text Analysis** |  |
| Included an accurate and clear brief **summary** of the book (2 points) | 2/2 |
| Provided an age-appropriate **definition** of each text type and included at least **five examples** of each (6 points) | 5/6  Need more detail to clarify the specific differences between non-fiction and realistic fiction for young children |
| Identified **5-8 main ideas** that summarize the story’s plot  (3 points) | 3/3 |
| Identified 2 appropriate **big ideas** and turned one into a relevant and **age-appropriate question** to guide students’ inquiry across several texts.  (3 points) | 3/3 |
| **Part 2: Book Launch** |  |
| Provided a **brief rationale**, **activated** background knowledge and/or built relevant knowledge (3 points) | 3/3 |
| Outlined **appropriate sequence of questions and statements** to **activate** and **build knowledge** and **set a purpose**. (6 points) | 6/6 |

**MTH Unit Guide: Rubric for Part 1 Book Launch   24 points**

|  |  |
| --- | --- |
| **Criteria** | **Points/Comments** |
| **Part 1: Text Analysis** |  |
| Included an accurate and clear brief **summary** of the book (2 points) | 2/2 |
| Provided an age-appropriate **definition** of each text type and included at least **five examples** of each (6 points) | 6/6 |
| Identified **5-8 main ideas** that summarize the story’s plot  (3 points) | 3/3 |
| Identified 2 appropriate **big ideas** and turned one into a relevant and **age-appropriate question** to guide students’ inquiry across several texts.  (3 points) | 3/3 |
| **Part 2: Book Launch** |  |
| Provided a **brief rationale**, **activated** background knowledge and/or built relevant knowledge (3 points) | 3/3 |
| Outlined **appropriate sequence of questions and statements** to **activate** and **build knowledge** and **set a purpose**. (6 points) | 6/6 |

**MTH Unit Guide: Rubric for Part 1 Book Launch   24 points**

|  |  |
| --- | --- |
| **Criteria** | **Points/Comments** |
| **Part 1: Text Analysis** |  |
| Included an accurate and clear brief **summary** of the book (2 points) | 2/2 |
| Provided an age-appropriate **definition** of each text type and included at least **five examples** of each (6 points) | 6/6 |
| Identified **5-8 main ideas** that summarize the story’s plot  (3 points) | 3/3 |
| Identified 2 appropriate **big ideas** and turned one into a relevant and **age-appropriate question** to guide students’ inquiry across several texts.  (3 points) | 3/3 |
| **Part 2: Book Launch** |  |
| Provided a **brief rationale**, **activated** background knowledge and/or built relevant knowledge (3 points) | 3/3 |
| Outlined **appropriate sequence of questions and statements** to **activate** and **build knowledge** and **set a purpose**. (6 points) | 6/6 |

**MTH Unit Guide: Rubric for Part 1 Book Launch   24 points**

|  |  |
| --- | --- |
| **Criteria** | **Points/Comments** |
| **Part 1: Text Analysis** |  |
| Included an accurate and clear brief **summary** of the book (2 points) | 2/2 |
| Provided an age-appropriate **definition** of each text type and included at least **five examples** of each (6 points) | 6/6 |
| Identified **5-8 main ideas** that summarize the story’s plot  (3 points) | 3/3 |
| Identified 2 appropriate **big ideas** and turned one into a relevant and **age-appropriate question** to guide students’ inquiry across several texts.  (3 points) | 3/3 |
| **Part 2: Book Launch** |  |
| Provided a **brief rationale**, **activated** background knowledge and/or built relevant knowledge (3 points) | 3/3 |
| Outlined **appropriate sequence of questions and statements** to **activate** and **build knowledge** and **set a purpose**. (6 points) | 6/6 |

**MTH Unit Guide: Rubric for Part 1 Book Launch   24 points**

|  |  |
| --- | --- |
| **Criteria** | **Points/Comments** |
| **Part 1: Text Analysis** |  |
| Included an accurate and clear brief **summary** of the book (2 points) | 2/2 |
| Provided an age-appropriate **definition** of each text type and included at least **five examples** of each (6 points) | 6/6 |
| Identified **5-8 main ideas** that summarize the story’s plot  (3 points) | 3/3 |
| Identified 2 appropriate **big ideas** and turned one into a relevant and **age-appropriate question** to guide students’ inquiry across several texts.  (3 points) | 3/3 |
| **Part 2: Book Launch** |  |
| Provided a **brief rationale**, **activated** background knowledge and/or built relevant knowledge (3 points) | 3/3 |
| Outlined **appropriate sequence of questions and statements** to **activate** and **build knowledge** and **set a purpose**. (6 points) | 6/6 |

**MTH Unit Guide: Rubric for Part 1 Book Launch   24 points**

|  |  |
| --- | --- |
| **Criteria** | **Points/Comments** |
| **Part 1: Text Analysis** |  |
| Included an accurate and clear brief **summary** of the book (2 points) | 2/2 |
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